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ABSTRACT

Career education is an ongoing process which begins at an early age in the life of the child with the development of an awareness of careers and occupations, and proceeds systematically through the stages of exploration, counseling and guidance, training, and job placement. The New Hampshire Supervisory School Union 58 Experimental Schools (ES) project became operational in July 1973, charged with providing students with not only a perceptual enrichment process, but also to effect their career maturity development; providing both in-school and on the job training opportunities which enhance skills development and result in exposure to a variety of work experiences. The CTB/McGraw Hill Career Maturity Inventory (CMI) was used to measure the career maturity development of selected elementary grade students, and conclusions are discussed. (BW)

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A PROCESS FOR AFFECTING STUDENT CAREER MATURITY DEVELOPMENT IN A RURAL SCHOOLS SYSTEM

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EXPERIMENTAL SCHOOLS PROGRAM

TM005 476

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Statement of Definition

As defined, career education is an on-going process which at an early age in the life of the child with the development of an awareness of world of work careers and occupations, proceeds systematically through the stages of: exploration - developing an acquaintance with a diversity of careers and occupations as a result of direct exposure to - and interaction; counseling and guidance - determining student attitudes, aptitudes and irterests as well as the individual's career maturity (decision-making) development; and training - pre-service skills development, to the culmination of this process, job placement - the application of learned skills to a real work situation.

Background

In 1973, the National Institute of Education (NIE) funded a PROJECT RURAL Experimental Schools (ES) project in New Hampshire Supervisory School Union 58. (See Appendix A)

The Union 58 ES project, one of ten such projects nationwide, became operational in July 1973 following a planning year. (See Appendix B) One unique thing about the ES projects was that local school systems were given the opportunity to plan and to write their own strategies for comprehensive change.

In 1972, during the project planning year, a community needs assessment was conducted in Union 58. The purpose of the needs assessment was to determine weak areas in existing curricula and to provide direction for instructional program enrichment.

As stated in the project's five year plan, the local ES project's statement of purpose was:

> *"to develop a degree of credibility within the education process of Union 58 which makes it an integral and perceived part of the day-to-day, real life process of individual growth and accomplishment."*[1]

The needs assessment data indicated that:

1. students needed assistance in making realistic career choices. Their awareness of the nature and scope of occupational careers must be developed.

2. acquaintance with a diversity of occupations to be supplemented with the development and enrichment of basic skills, e.g., communications, decision-making, reasoning.

Thus, with the operationalization of the Union 58 ES project (1973), the career/vocational education component was charged with providing students with not only a perceptual enrichment process (to acquaint them with a broad spectrum of both present and future career employment opportunities) but also to affect their career maturity (decision-making process) development; providing both in-school and on-the-job training opportunities which enhance skills development in a variety of world-of-work occupations and result in exposure to a plethora of work experiences.

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[1] Experimental's Schools Program Proposal, August 1973, pg. 2.

Union 58 is located in the northern foothills of the White Mountains National Forest. Northumberland, Stark and Stratford are classified as rural communities having small school systems.

Union 58 is located in a geographical area which limits the utilization of neighboring community resource facilities. Therefore, Union 58 must rely heavily upon the identification and utilization of local community resources; natural, social, and human.[2]

The reasons for utilizing these resources were to foster positive learner attitudes toward learning and to facilitate lifetime learning opportunities.

The Union 58 ES Career Education Program

ORGANIZATION

The Union 58 ES project's career education program incorporated several instructional strategies and learning experiences into it's design to provide for student exploration of diverse occupations, to provide students with on-the-job training which effects skills development, and to affect the development of career maturity (decision-making) among selected students. (See Appendix C)

[2] Natural environmental resources: non-man made phenomena found within the boundries of a given geographical area, e.g., forests, lakes, marshes, mountains, ponds, rivers.
Social environmental resources: man-made phenomena found within the boundries of a given geographical area, e.g., bridges, dams, factories, homes, stores, transportation facilities.
Human environmental resources: the people who live and work within the boundries of a given geographical area.

That career development occurs during the lifetime of an individual - with certain aspects dominant at various periods in the life span is the axiom upon which the Union 58 ES career education was organized and developed. The project's instructional program provided for dominant aspects at given stages of maturation.

1. awareness lessons: Kindergarten through grade twelve instructional lessons written by classroom teachers for purposes of effecting and enriching student awareness of occupations in the world of work. Lessons were accumulated into a teacher resource guide along with lists of community resource people and sites. (See Appendix D)

2. career counseling: Guidance personnel conducted both a series of group career counseling meetings and counseling meetings with individuals to assist them in decision-making at grades 7-12. (See Appendix E)

3. career seminars: Guest speakers appeared before groups of students in grades 7-12 to discuss their occupations and related education/training needs. Seminars were organized around the several world of work clusters, e.g., Business and Office, Health, Public Service.

4. field trips: Groups of students (K-12) were taken out into the community - as part of instructional lessons - to both observe and interact with local area resources.

5. guest speakers: Community resource people appeared in (K-12) classrooms for purposes of meeting with students and to discuss their jobs.

6. mini courses: Elective skills development courses offered to students in grades 10-12. Among the several ten week courses offered were building trades, small engine repair, and surveying.

7. training site placement seminars: Prior to being place at area training sites, students (grades 10-12) attended pre-placement counseling sessions. Contracted services consultants discussed work related attitudes, behavior, and decision-making with students.

8. training sites: Students were placed at community resource sites, both natural and social, for purposes of pre-employment training and skills development. Prior to student placement at a given training site of his/her choice, a series of instructional objectives were developed in conjunction with the site supervisor. (See Appendix F)

COMMUNITY RESOURCES UTILIZATION

Both natural and social resources were used as lesson materials, e.g., minerals and vegetation, manufactured products, and social services; as field trip sites, worksites, and as community study sites.

Community inhabitants representing a wide variety of educational backgrounds, occupations, and skills/training were directly involved in both the development and implementation of the career education program as:

.guest speakers into classrooms.	(K-12)
.field trip site guides.	(K-12)
.teacher in-service training consultants.	(K-12)
.mini course instructors.	(9-12)
.training site supervisors.	(10-12)
.post-secondary adult education instructors.	

IN-SERVICE TRAINING

In order to develop and implement a diverse instructional program there was a need to first, prepare the instructional staff, i.e., classroom teachers and support personnel, and second, to involve them in the process of change.

In the career/vocational education component several in-service activities were developed and scheduled for classroom teachers. The training strategy included:

1. workshops: All-day and half-day release time sessions which provided opportunities for skills development, materials construction, 'how-to-do-it' techniques, and

program orientation, as well as lesson development and curriculum writing.

"The purpose of any in-service workshop program is threefold:

1. *the education enrichment of teachers, supervisors, curriculum specialists, and administrators.*
2. *recertification credit.*
3. *direct teacher involvement in the decision making process of the school system.*

The success of any workshop program in dependent upon the degree to which it directly involves the classroom teacher and meets his/her immediate as well as long range needs and interests."[2]

2. minishops: Two hour-or-less long enrichment activities concerned with materials introduction and 'how-to-do-it' demonstrations.

3. skillshops: Scheduled as follow-ups to workshops, skillshops were geared toward skills enrichment and were usually scheduled for short periods of time.

4. field trips and tours: Opportunities for teachers to explore the natural, social, and human resources within their communities for purposes of awareness, orientation, and incorporation into the instructional process - to benefit student learning.

5. guest speakers: Community resource people who instructed teachers in skills application to their jobs and who developed teacher awareness of their occupations and related community resources/sites.

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[2]Richard Peters, "In-Service Workshops", The Common, June 1973, pg. 4.

6. visitations: Professional visits to other teachers/ classrooms within Union 58 and also to classrooms/ buildings outside Union 58 for purposes of awareness of - and orientation to instructional techniques, materials, programs, and learning activities/experiences.

Prior to writing instructional lessons, teachers were involved in a series of workshops, minishops, and skillshops for purposes of awareness and orientation, materials acquaintance, and skills development. (See Appendix G)

Once lessons were written they were classroom tested by teachers, evaluated by them, and revised - if necessary. These tested lessons were compiled into a teacher resource guide - along with the names of community resource people and sites - and copies distributed to teachers and support personnel. The guide will be periodically supplemented with additional lessons developed at the grades K-6 and 7-12 levels.

CAREER TESTING

"In order to better meet the career needs of students in Union 58, it is first necessary to determine at what level these students are performing. For the purposes of the ES project career testing program (CTP) four areas have been identified as being of importance in the student career decision making process. These areas are:

1. *awareness of occupations: Students should be aware of a wide variety of occupations in order to have a variety of choices available in their career decision making process.*

2. *attitudes toward work: Without a positive attitude toward the world of work the student's career decision making process will be hindered.*

3. *career choice competencies: These competencies deal with the student's ability to make realistic career choices.*

4. *aptitudes for work: Students should be aware of their career aptitudes and should use this information in their career decision making process."*[3]

For purposes of this study, the ES project's research in career maturity (decision making) development was confined to attitudes toward work and career choice competencies.

"Selecting an occupation is a process which spans a considerable number of year. The process of vocational development (involves) several district, but interrelated, dimensions. These include:

.consistency of career choice over time;
.realism of career choice in relation to personal capabilities and employment opportunities;
.career choice attitudes;
.career choice competencies."[4]

The CTB/McGraw-Hill Career Maturity Inventory (CMI) was selected for use to provide information concerning the career maturity development of students in Union 58. (See Appendix H)

"It is well established that attitudes mature with both increasing age and grade and are closely related to the educational process. Maturity captures and conveys the concept of progressive change which underlies emerging career awareness exploration and decision making."[5]

TESTING PROCEDURE

In order to determine the degree of student career maturity development and growth over a given period of time,

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3 Union 58 Career Testing Program (handout), pg. 1.

4 From Manual, Career Maturity Inventory by John O. Crites. Copyright © 1973 by McGraw-Hill, Inc. Reprinted by permission of the publisher, CTB/McGraw-Hill, Del Monte Park, Monterey CA, 93940. All Rights Reserved, Printed in U.S.A., pg. 3.

5 Ibid, Foreword and pg. 4.

a short term longitudinal research study was designed - identifying Union 58 students in grades 4, 6, 8 and 10 as the target population. It was the conviction of the project staff involved in the study that longitudinal data could facilitate the identification of causal relationships; that over a period of time indicators of career maturity development may possibly be identified - and are thus exposed for further investigation(s) and research.

The CMI pre-treatment test was administered to Union 58's fourth, sixth, eighth, and tenth grade students in March 1975 (1974-1975 school year). Groups of students were tested by classroom teachers, a guidance counselor, and the project's level I evaluator. A total of 226 students were involved in this testing.

The *intervening treatment* was student exposure to - and direct involvement in program activities (e.g., Bread and Butterflies film, field trips, guest speakers, lessons).

The CMI post-treatment test was administered to fourth, fifth and sixth grade students at the Groveton Elementary School in April 1976 (1975-1976 school year). Groups of students were tested by classroom teachers. A total of 141 students were involved in this testing.

Forty-nine (49) students in grade four (1974-1975 school year) comprised the target population pre-post data analysis group. It should be noted that in April 1976, 90 Union 58

students in grades four and six were also given the CMI test (1975-1976 school year at the Groveton Elementary School). The inclusion of these students expands the elementary grades data base and provides a new pre-treatment test group for purposes of further study.

ANALYSIS OF DATA

Several statements were extracted from the context of the CMI inventory for purposes of further study. These statements were grouped into one of three categories: ABILITIES; SIGNIFICANT OTHERS; or REWARDS/STATUS, and analyzed. (See Appendix I)

RESULTS

As a result of the CMI pre-post testing in Union 58 (Groveton Elementary School - grade 4/5), data analysis indicates that students indicated some degree of consistency in their percentage of right/wrong response selection on selected items of the Career Maturity Inventory Attitude Scale.

1. In 1974-1975, eighty-six percent of the students (42) agreed with the statement that in order to choose a job, you need to know what kind of a person you are. The inventory suggests that this is a *career mature attitude.*[6] In 1975-1976, 92% of the students (45) agreed with the statement. This represents a career mature attitude growth in response of six percent.

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career mature attitude: an individual's attitude about careers that agrees with the attitude expressed in the inventory.

2. Twenty-seven percent of the students (13) disagreed with the statement that a person can do any kind of work as long as that person tries hard. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 18% of the students (9) disagreed with the statement. This represents a career mature attitude decrease in response of nine percent.
3. Thirty-three percent of the students (16) disagreed with the statement that knowing what you are good at is more important than knowing what you like in choosing a job. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 31% of the students (15) disagreed with the statement. This represents a career mature attitude decrease in response of two percent.
4. In 1974-1975, fifty-seven percent of the students (28) disagreed with the statement that they planned to follow the line of work that their parents suggested. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 71% of the students (35) disagreed with the statement. This represents a career mature attitude growth in response of fourteen percent.
5. Fifty-one percent of the students (25) disagree with the statement that your parents probably know better than anybody else which occupation you should enter. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 55% of the students (27)

disagreed with the statement. This represents a career mature attitude growth of four percent.

6. Forty-three percent of the students (21) disagreed with the statement that you can't go very far wrong by following your parents advice about which job you choose. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 45% of the students (22) disagreed with the statement. This represents a career mature attitude growth in response of two percent.
7. Ninty percent of the students (44) agreed with the statement that when it comes of choosing a job, I'll make up my own mind. This statement agreement expresses a *career mature attitude.* In 1975-1976, 82% of the students (40) agreed with the statement. This represents a career mature attitude decrease in response of eight percent.
8. Eighteen percent of the students (9) disagreed with the statement that your job is important because it determines how much you can earn. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 20% of the students (10) disagreed with the statement. This represents a career mature attitude growth in response of two percent.

9. In 1974-1975, thrity-three percent of the students (16) disagreed with the statement that the greatest appeal of a job to me is the opportunity it provides for getting ahead. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 33% of the students (16) disagreed with the statement. This represents a no career mature attitude growth response.
10. Sixty-seven percent of the students (33) disagreed with the statement that it doesn't matter which job you choose as long as it pays well. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 73% of the students (36) disagreed with the statement. This represents a career mature attitude growth in response of six percent.
11. Eight percent of the students (4) disagreed with the statement that I want to really accomplish something in my work - to make a great discovery, earn a lot of money, or help a lot of people. This statement disagreement expresses a *career mature attitude.* In 1975-1976, 14% of the students (7) disagreed with the statement. This represents a career mature attitude growth in response of six percent.
12. Fifty-five percent of the students (27) disagreed with the statement that you should choose a job in

which you can someday become famous. This statement disagreement expresses a *career mature attitude*. In 1975-1976, 59% of the students (29) disagreed with the statement. This represents a career mature attitude growth in response of four percent.

13. In 1974-1975, sixty-seven percent of the students (33) agreed with the statement that the most important part of work is the pleasure that comes from doing it. This statement agreement expresses a *career mature attitude*. In 1975-1976, 86% of the students (42) agreed with the statement. This represents a career mature attitude growth in response of nineteen percent.

CONCLUSIONS

When using the terms *intervening activities* or *intervening treatment* in the context of this study, reference is made to only project related activities and experiences (e.g., career awareness lessons, field trips, guest speakers, mini courses, seminars, training site placement). (See Appendix J)

This research study has been developed to lend itself to an investigation of the CTB/McGraw-Hill CMI model of career maturity in adolescence. (See Appendix K)

As a result of the analysis of CMI test data, inferences can be made regarding the effect(s) of the ESP career education program on the career maturity development of selected elementary grade students. (See Appendix L)

ABILITIES

Most of the students participating in this study (86% 1974-1975/ 92% 1975-1976) believe that it is important to know what kind of person you are when choosing a job. This indicates that these students have realized that they are the single most important factor in finding a job.

Only 27% of the students in 1974-1975 and 18% of the students in 1975-1976 believed that no matter how hard one works, one is not guaranteed of being able to do a certain job. It is interesting to note that the percentage of students correctly answering this item decreased this year. This may be due, in part, to the implementation of a success oriented career awareness program that builds student self concept while exposing them to a wide variety of occupations.

Approximately 1/3rd of our students correctly identified the attitude of knowing what you like to do as being more important than what you are good at in choosing a job. Again, correct responses decreased this year.

Our students believe that knowing what kind of a person you are, working hard and knowing what you are good at makes choosing a job a lot easier.

SIGNIFICANT OTHERS

A majority of the students indicated that they would not necessarily follow the line of work that their parents recommended. A similar majority indicated, however, that

you can't go very far wrong by following your parents advice. These students did realize, however, that the final decision was theirs to make and this attitude was shared by 90% of the students.

REWARDS/STATUS

Most of the students participating in this study have expressed attitudes that indicate they would not disagree with statements indicating one should seek to earn a lot, use ones job to get ahead or to become famous. These same students, however, also indicated that you shouldn't choose a job just because it pays well (67% in 1974-1975/86% in 1975-1976). An even larger percentage (67% in 1974-1975/ 86% in 1975-1976) indicated that the most important part of work is the pleasure one derives from doing that work.

Using the Cornell Career Awareness Inventory (CAI) it was found that Union 58's ESP career education program (intervening treatment activities) did have significant effect (at the .05 level) on student career awareness.[7]

CMI data analysis did not indicate that the *intervening treatment* activities had a significant effect on student career attitude development.

It should be noted that most, if not all, career lessons and related activities were content and factual recall oriented

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[7] Reference to Peters, R. and Fisher, T., "The Utilization of Natural, Social and Human Community Resources in the Process of Student Career Awareness Development", AERA Paper Presentation, April 1976.

(cognitive domain) and were not oriented to affect attitudes. Any and all student attitudinal changes which did occur were the result of internalization on the part of the individual into his/her personal attitudes/values structure and can not be directly attributed to the effects of the career education program - as organized and presented.

APPENDICES

APPENDIX A: UNION 58

Supervisory Union 58 is located in Coos County (NH) and has a geographical area of approximately 179 square miles.

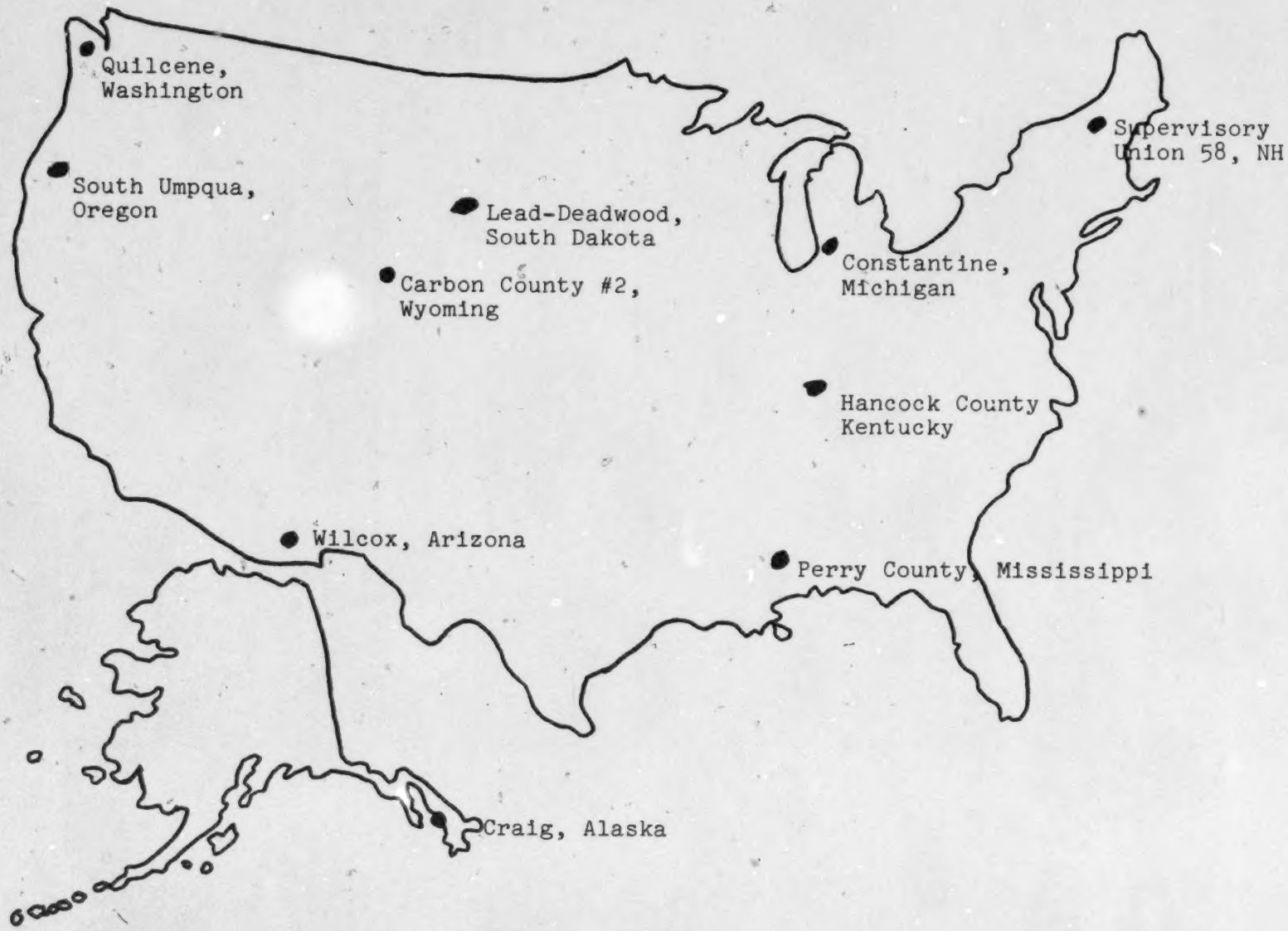
As of the 1970 census, the Union's total population was 3,816; Northumberland (2,493), Stark (343), and Stratford (980).

The major industries of the area are manufacturing (paper and wood products), retail trade and services.

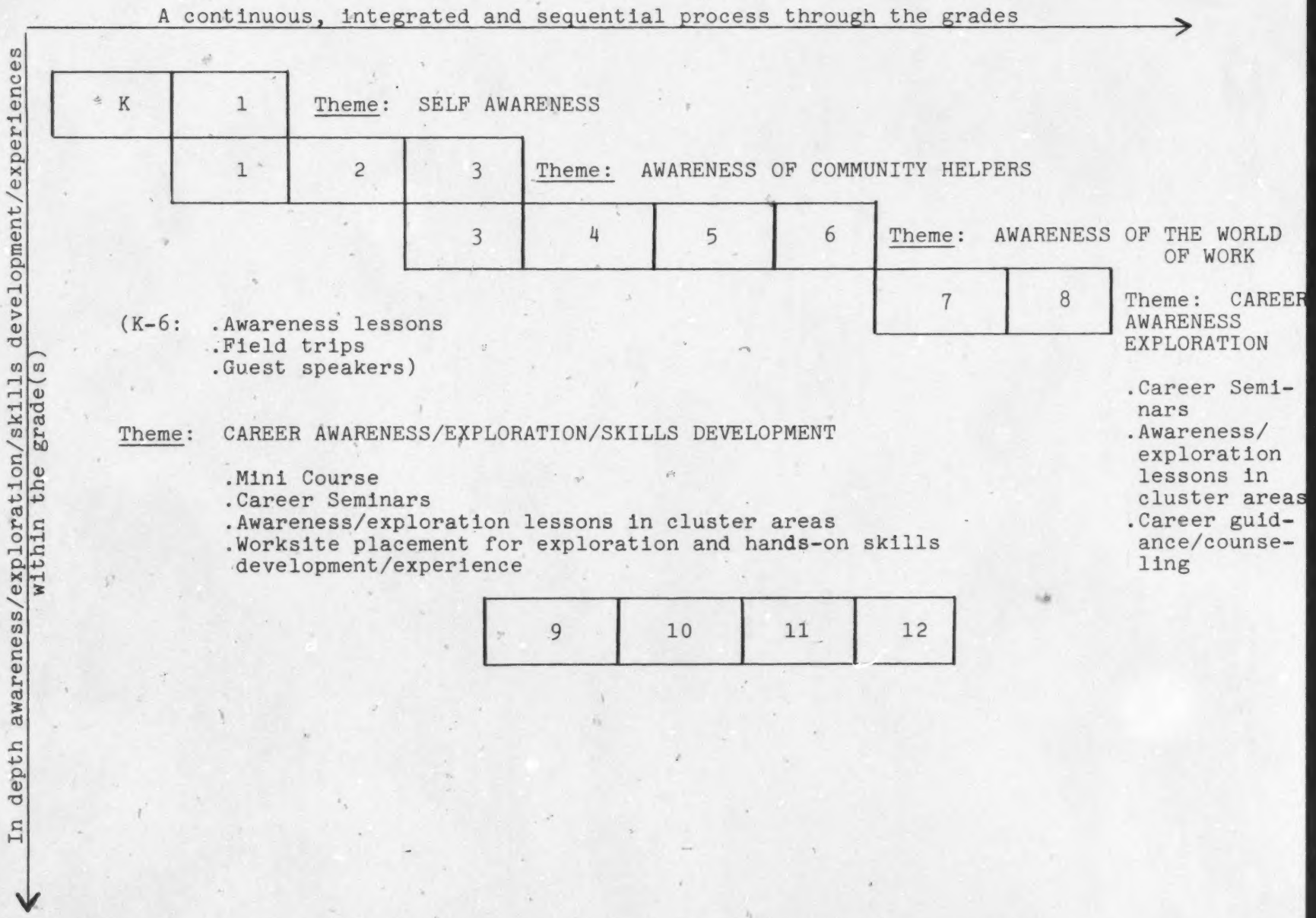
As of the 1975-1976 school year, the total Union 58 school population was 1,104; Northumberland (765), Stark (49), and Stratford (290).

The Union 58 school system consists of four (4) schools; a K-6 elementary school and grades 7-12 secondary school in Northumberland, a grades 1-6 school in Stark, and a grades 1-12 school in Stratford.

APPENDIX B: GEOGRAPHICAL LOCATION OF THE TEN EXPERIMENTAL SCHOOLS PROJECTS



APPENDIX C: PROGRAM ORGANIZATION



APPENDIX D: RESOURCE GUIDE

SAMPLE LESSON

PHYSICAL THERAPIST GRADE RANGE: 5-7

CONCEPT: To develop an awareness of others and occupations.

STATEMENT: The purpose of this lesson is to learn about the physical therapist.

LESSON: (1-3 class days - 30 minutes/class)

1. Acquaint the students with the duties of a physical therpaist. Have a physical therapist come to the classroom and demonstrate exercises that are used.

MATERIALS:

1. How Hospitals Help Us (sound/filmstrip)
2. Doctors and Nurses: What Do They Do? (sound/filmstrip)
3. Learning About Growth and Exercises (film)
4. Helping with Helping Hands (film)

SUGGESTED ACTIVITIES:

1. A physical therapist - as a guest speaker.
2. Demonstration of the use of a walker.
3. Demonstration of simple theraphy exercises, e.g., squeezing a ball, lifting weights with your foot.

VOCABULARY WORDS:

- .Fractures
- .Muscles
- .Hot packs
- .Whirlpool
- .Therapy
- .Ultra-sound
- .Crutches
- .Traction

EVALUATION:

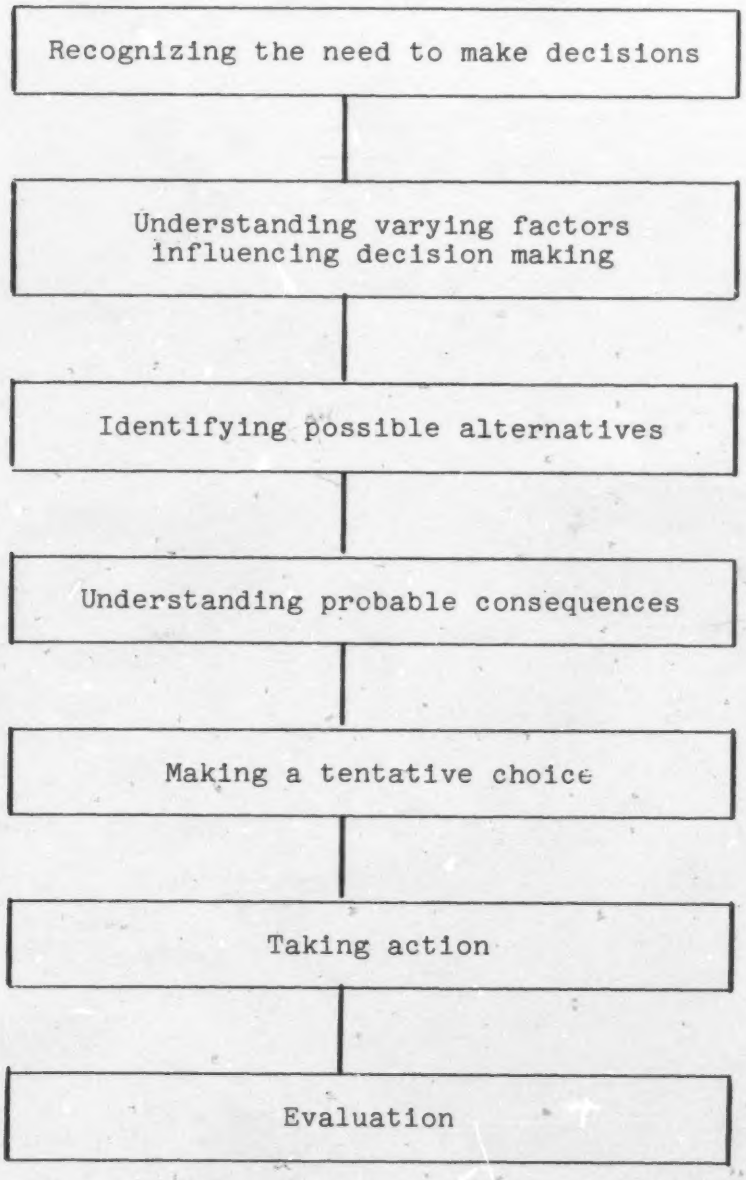
1. Be able to tell what a physical therapist does.
2. Be able to determine why the physical therapist is important.
3. Make a booklet about this career - for purposes of demonstrating one's understanding of the occupation.

TEACHER REFERENCES:

1. Title: Registered Physical Therapist
   Job: Help others get muscles, etc., back into condition after breaks, fractures, etc.
   Preparation: 4 years of college - a B.S. degree in a medical oriented program.
   Assistant Therapist: 2 years of programs in junior college.
   Work areas: Hospitals, rehabilitation centers, private homes.

APPENDIX E: DECISION MAKING PROCESS MODEL

DECISION MAKING PROCESS MODEL[1]



Excerpted from:

[1] EDUCATOR'S HANDBOOK FOR SECONDARY CAREER GUIDANCE PROGRAMS - NEW HAMPSHIRE GUIDELINE, pg. 26, with permission of the authors.

APPENDIX F: WORKSITE OBJECTIVES

Sample Site Objectives

NAME OF STUDENT: _____

SCHOOL: Groveton High School

HOURS OF WORK: Monday, Wednesday, Friday - 1:20 pm to 1:45 pm

LOCATION: Groveton Elementary School

SUPERVISOR: _____

OBJECTIVES:

1. To develop an awareness of children at the grade two level with respect to mental characteristics including attitudes and abilities.
2. To learn how to work with children individually and in small groups.
3. Be able to make out a lesson plan.
4. Be acquainted with the duties and responsibilities of a second grade teacher.
5. Become familiar with the various areas students are taught in at the second grade level.

EVALUATION: Students are required to complete at the end of the week a Student Weekly Evaluation form describing what they observed/did during the week.

The supervisor will complete an Employers Rating of Work Performance form regarding the supervisor's impression of each student.

Appendix G: In-Service Training Strategies

WORKSHOPS

July 1973 - Teacher orientation to career education and the development of cluster booklets (K-12)

July 1974 - Teacher development of career cluster awareness lessons (K-6)

July 1975 - Teacher exposure to low awareness occupations and the development of career cluster awareness lessons (K-6)

MINISHOPS

November 1973 - Teacher introduction to career cluster booklets and materials (K-12)

January 1974 - Career awareness materials orientation (K-6)

October 1974 - Introduction to the Bread & Butterflies career awareness film series (grades 7-8)

- Introduction to the NH Developmental Counseling program (grades 9-12)

November 1974 - Introduction to the Bread & Butterflies career awareness film series (grades 5-6)

SKILLSHOPS

November 1974 - "Construction and Use of Career Awareness Materials" (K-4)

- Introduction to video tape equipment and equipment application to career awareness/ exploration activities (K-12)

January 1975 - "Constructional and Use of Career Awareness Materials" (grades 5-6)

October 1975 - "How to Organize and Conduct Career Awareness Instructional Activities" (K-6)

APPENDIX H: CTB/McGRAW-HILL CAREER MATURITY INVENTORY

The CTB/McGraw-Hill Career Maturity Inventory (CMI) has been conceived and constructed to measure the maturity of attitudes and competencies that are critical in realistic career decision making.

The CMI ATTITUDE SCALE elicits the feelings, the subjective reactions, the dispositions that the individual has toward making a career choice and entering the world of work. Five attitudinal clusters are surveyed:

.involvement in the career choice process;

.orientation toward work;

.independence in decision making;

.preference for career choice factors;

.conceptions of the career choice process.

The CMI COMPETENCE TEST measures the more cognitive variables involved in choosing an occupation. These include: how well the individual can appraise his job-related capabilities (strengths and weaknesses); how much he knows about the world of work; how adept he is in matching personal characteristics with occupational requirements; how foresightful he is in planning for a career. There are five parts to the COMPETENCE TEST:

.Self Appraisal

.Occupational Information

.Goal Selection

.Planning

.Problem Solving

Norming:

The ATTITUDE SCALE was not normed on a national sample because, ultimately, the most appropriate reference group for an individual is the one he most resembles demographically and educationally. The primary consideration in using norms for the ATTITUDE SCALE is to determine an individual's rate of career development in comparison to grademates. Reference group norms have been gathered from schools which have administered the ATTITUDE SCALE for various purposes (California, Iowa, Ohio, Oregon, Pennsylvania, South Dakota, Tennessee, Texas and Utah).

No attempt has been made to norm the COMPETENCE TEST on a national sample because of the limited applicability of such a reference group to local situations. Rather, compilation of local normative data is encouraged to provide as appropriate a reference group as possible for estimation of an individual's or group's rate of career development.[1]

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APPENDIX I: CMI CATEGORIZED ITEMS AND CORRECT RESPONSES[1]

I. ABILITIES

#2. In order to choose a job, you need to know what kind of person you are. (T)

#5. A person can do any kind of work he wants as long as he tries hard. (F)

#11. Knowing what you are good at is more important than knowing what you like in choosing an occupation. (F)

II. SIGNIFICANT OTHERS

3. I plan to follow the line of work my parents suggest. (F)

#12. Your parents probably know better than anybody else which occupation you should enter. (F)

#25. You can't go very far wrong by following your parents advice about which job to choose. (F)

#38. When it comes to choosing a job, I'll make up my own mind. (T)

III. REWARDS/STATUS

#7. Your job is important because it determines how much you can earn. (F)

#9. The greatest appeal of a job to me is the opportunity it provides for getting ahead. (F)

#24. It doesn't matter which job you choose as long as it pays well. (F)

#35. I want to really accomplish something in my work - to make a great discovery or earn a lot of money or help a great number of people. (F)

#44. You should choose a job in which you can someday become famous. (F)

#47. The most important part of work is the pleasure which comes from doing it. (T)

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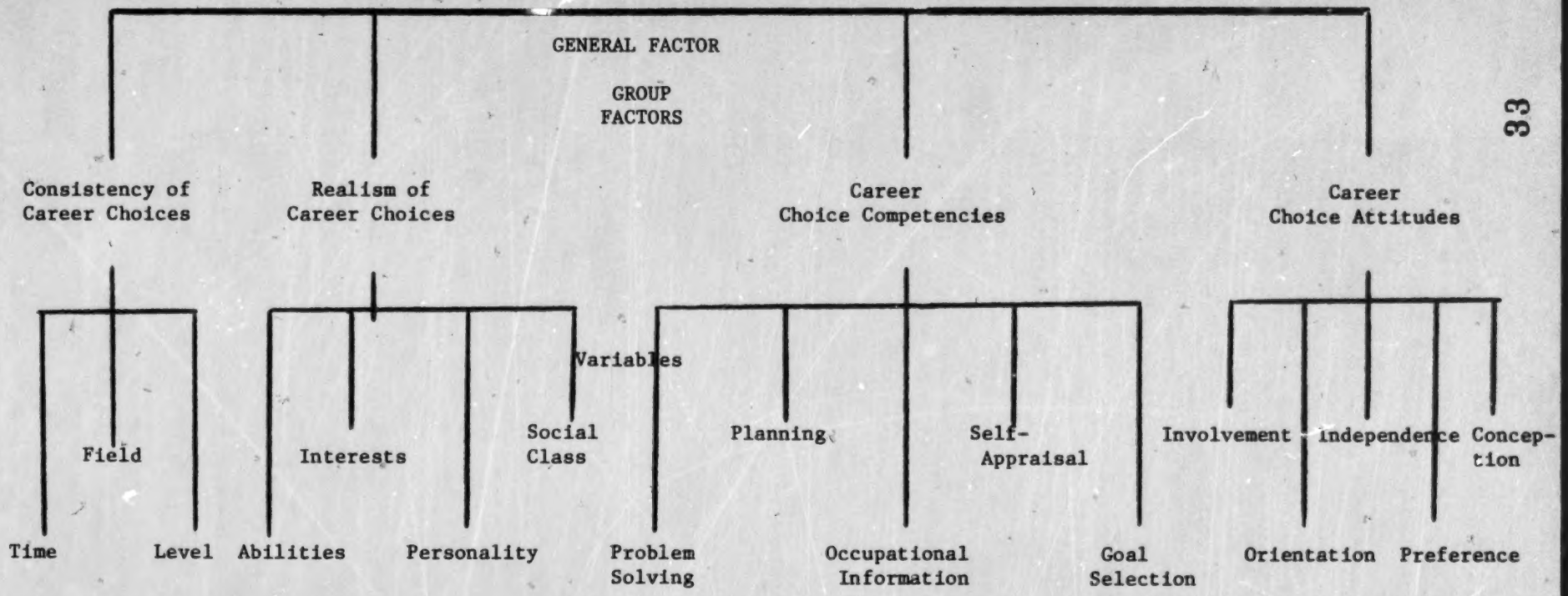
[1] correct responses: True or false statements as identified by the Career Maturity Inventory.

Appendix J: Intervening Activities

GROVETON 4th/5th

1974-1975 (4th Grade)	1975-1976 (5th Grade)
Career Lessons	**Career Lessons**
1. Librarians 2. County Forester 3. Fish Hatchery Worker 4. Wildlife Workers 5. Dietician 6. Nurse 7. Printing Occupations 8. Florist 9. Health Occupations	1. Auctioneering 2. Family Careers Tree 3. Photographers 4. Salesmen 5. Banking 6. Schools and Jobs 7. Forester 8. Sports Careers 9. Nutrition Careers
Field Trips	**Bread and Butterflies Films**
1. Flower Shop 2. Book Printing Plant 3. Library 4. Fish Hatchery	1. Schools and Jobs 2. Planning Ahead 3. Work Means. . . 4. Our Own Two Hands 5. People Need People 6. Things, Ideas, People 7. Taking Care of Business 8. I Agree. . . You're Wrong 9. Treasure Hunt 10. Choosing Changes 11. Power Play 12. The Way We Live
Guest Speakers	
1. County Forester 2. Conservation Officer 3. Nurse 4. Dietician	

APPENDIX K: CAREER MATURITY MODEL



A MODEL OF CAREER MATURITY IN ADOLESCENCE

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APPENDIX L: TABLE

Table of Right Response Selection

Test Item #	1974-75 # Right	1975-76 # Right	Increase/Decrease # Right	% Increase/ Decrease # Right
2	42	45	+ 3	+ 6%
3	28	35	+ 7	+14%
5	13	9	- 4	- 9%
7	9	10	+ 1	+ 2%
9	16	16	0	0%
11	16	15	- 1	- 2%
12	25	27	+ 2	+ 4%
24	33	36	+ 3	+ 6%
25	21	22	+ 1	+ 2%
35	4	7	+ 3	+ 6%
38	44	40	- 4	- 8%
44	27	29	+ 2	+ 4%
47	33	42	+ 9	+19%